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ABSTRACT

This report is a compilation of federal efforts in educational research, development, dissemination, and evaluation for Fiscal Year 1975. Individual listings for 41 agencies report research, development, dissemination, and evaluation activities separately and, in many cases, name an agency contact person. (MM)

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Federal Educational Research, Development, Dissemination and Evaluation Efforts

Report of the Subcommittee on Educational Research, Development, Dissemination and Evaluation

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MARCH 1977

Federal Interagency Committee on Education

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
/EDUCATION DIVISION

SP 010 974

The Federal Interagency Committee on Education (FICE) was created by Executive Order in 1964 and currently operates under an updated mandate, Executive Order 11761, issued in January 1974. Chaired by the Assistant Secretary for Education, FICE's functions are to improve coordination of the educational activities of Federal agencies; to identify the Nation's educational needs and goals; and to advise and make recommendations on educational policy to the Secretary of Health, Education, and Welfare and, through him, to heads of other agencies and the President.

THE FEDERAL INTERAGENCY COMMITTEE ON EDUCATION

FEDERAL EDUCATIONAL RESEARCH, DEVELOPMENT, DISSEMINATION AND EVALUATION EFFORTS

PREPARED BY THE

SUBCOMMITTEE ON EDUCATIONAL RESEARCH

DEVELOPMENT, DISSEMINATION AND EVALUATION

Harold L. Hodgkinson, Chairperson
National Institute of Education

-FEBRUARY 1977-

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF THE
ASSISTANT SECRETARY FOR EDUCATION
WASHINGTON, D.C.

Federal Interagency Committee on Education

Chairperson
Assistant Secretary for Education

Bernard Michael, Executive Director

Subcommittee on Educational Research,
Development, Dissemination and Evaluation

HAROLD L. HODGKINSON, CHAIRPERSON
NATIONAL INSTITUTE OF EDUCATION

ACTION

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Department of Defense

Department of the Army

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National Endowment for the Humanities

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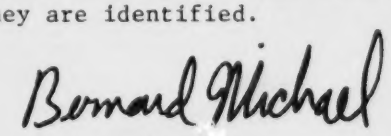
FOREWORD

This report is a compilation of Federal efforts in educational research, development, dissemination and evaluation. It does not include data on expenditures. Several studies by the National Institute of Education and others are attempting to provide this information.

This compilation was undertaken by the FICE Subcommittee on Educational Research, Development, Dissemination and Evaluation (RDD&E) to provide members with as comprehensive a picture as possible on agency educational RDD&E activities. The information presented is for Fiscal Year 1975. Where possible, the name of a contact person for each agency is provided. The study was begun by Dr. Shana Gordon, and completed by Bill Oliveri of the FICE staff. The typing was done by Joan Graziano of the FICE office.

As a first attempt, this compilation has undoubtedly missed some agency efforts which should have been included. These will be added in subsequent reviews as they are identified.



Bernard Michael
Executive Director
Federal Interagency Committee
on Education

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ACTION

RESEARCH

Research is directed at the identification of social problems where volunteers or volunteer approach would be needed and the identification of people and organizations inclined toward volunteerism, the definition of ACTION policies and identification of volunteer service programs, both domestic and international which would assist in meeting identified social action by using volunteers.

Contractual studies recently undertaken include:

American's Volunteer
Economic Impact of Volunteerism
PLS/CETA
Information Network/Clearinghouse on Volunteerism Proposal
Survey of Volunteer Needs
Motivations of Volunteers
Variations in Volunteer Rates and Activities

DEVELOPMENT

Title I. Part C of the Domestic Volunteer Service Action of 1973 provides for the stimulation and initiation of improved methods of providing volunteer services, the encouragement of wider participation in volunteer programs, and the identification of particular segments of the population which could benefit from volunteer efforts.

DISSEMINATION

Successful programs are:

- integrated with established ACTION programs where legislatively and financially feasible;
- turned over to local communities or institutions to incorporate the tested concepts into their own program;
- developed further into a program which can incorporate both of the foregoing.

EVALUATION

The Domestic Volunteer Service Act of 1973, Public Law 93-113, Section 416 provides for evaluation of programs at a cost not to exceed one percent of appropriated funds. Within the framework of that legislation, evaluation of domestic programs are conducted in accord with established standards and criteria of program effectiveness.

DEPARTMENT OF AGRICULTURE

Food and Nutrition Service

RESEARCH

No Educational Research reported.

DEVELOPMENT

(Including demonstration and experimentation)

Standards and requirements for the certification of school food service personnel were developed in North Carolina. Content of educational courses designed to meet the criteria were used as the basis for Seminars used to train school food service workers.

A ten part series titled "Food For Youth" was developed for instructing school food service personnel in nutrition. An accompanying study guide provides for a structured TV study course. The series has been made available to Public Broadcasting Stations around the Country.

Cash grants were given to six State Agencies to hire nutrition education specialists, who were to provide leadership at the State level to effect change at the local school level. The specialists coordinated activities, developed and evaluated techniques and materials for nutrition instruction aimed at school food service participants.

Drive-In Conferences were held in West Virginia for school food service supervisors, administrators and early childhood education teachers to assist all in developing and implementing nutrition activities for early childhood education. The publication, "Nutrition Education, Whose Job Is It," was developed as a result of their experiences.

A manual describing the details and operation of the nutrition education component of a National Urban League central city day care center in Philadelphia was developed. Preschool children enrolled in the program and their parents were given some nutrition instruction.

A nutrition education program which respected the culture and food habits of the population was implemented for Mexican migrant children in the state of Washington. A Basic Four Food Group Poster featuring Mexican American foods was used with both the children and mothers of the project.

DISSEMINATION

A series of five regional nutrition education seminars for school food service personnel, designed to affect instructional techniques that will improve nutrition of children. In addition, programs were designed to encourage coordination between ongoing education processes in the classroom and child nutrition programs.

To develop local leadership in coordinating and correlating the subject and services dealing with educational activities in school. In State of West Virginia sponsored several workshops. They were designed to bring together a balance of information on nutrition, health and existing curriculum associated with early childhood education.

A workshop, attended by elementary and secondary school teachers was held in Minnesota, to update teachers in their knowledge and approaches to nutrition instruction at various grade levels.

EVALUATION

No Educational Evaluation reported.

APPALACHIAN REGIONAL COMMISSION

Contact - Dr. Harold Morse

RESEARCH

No educational research reported.

DEVELOPMENT

The overall goal of the Commission's education program has been to enable Appalachians to acquire in their educational instructions the skills needed to participate productively in today's society and to compete effectively in the labor market.

Vocational-Technical Education

The Commission's goal is to see that, with the assistance of ARC funds, new vocational-technical facilities are constructed and equipped in all previously unserved areas of the region. The Appalachian states and the Commission have jointly determined that enough vocational education facilities should be available to enroll 50 per cent of the Region's 11th and 12th grade students in job-relevant courses. In fiscal year 1975, the majority of ARC educational projects fell into the category of construction or equipment for vocational education facilities. The Commission has regarded it all along as essential to insure that the vocational courses offered in each school were directly related to the actual and projected manpower needs of the particular area concerned.

During fiscal 1975, 29 operating projects were funded. These projects were selected because they attempted to include one or more of the following priorities; the efficient use of existing facilities through double shifts and adult use; career education and career orientation programs; guidance and placement service; training in fields of critical manpower shortage; and transportation services for isolated rural students. One example of these operating projects is a career counseling and guidance service to students eligible for occupational training. The beneficiaries of the project are socially, economically and culturally deprived students with personal and vocational problems. Individualized counseling is offered as well as training for the faculty so as to insure understanding of the student and his needs. The project also offers counseling and placement services to unemployed adults under the Comprehensive Training and Employment Act.

Special Demonstrations in Vocational and Technical Education

In fiscal year 1975, 15 demonstration projects were approved. One example of these demonstration projects involves a staff exchange program involving vocational teachers, vocational administrators and representatives of business and industry. As a result of their interaction, vocational teachers are able to revise their curricula so as to reflect current business and industry

practices, acquire new skills, and plan for initiating and maintaining a working relationship with business and industry and develop educational programs designed to condition students to the anticipated occupational environment. Vocational administrators are implementing management practices to identify outdated skills currently taught in shops and classrooms, planning and implementing a personnel development program for teachers and providing for continuous liaison with business and industry.

Regional Education Service Agencies

The Commission has aided most of the Appalachian states in setting up regional education service agencies (REA's). Their main purpose is to enable school districts to offer their students services which individually they could not afford. REA's typically offer school districts a wide variety of programs in such areas as early childhood education, medial services, special education, staff development, group purchasing, adult education and higher education in-service training.

In fiscal 1975, 15 Appalachian RESA's participated in an experimental in-service, teacher-training program, funded by NIE, involving courses beamed via a communications satellite. One purpose of the program was a test whether a communications satellite is a feasible way to provide educational information to residents of isolated rural areas. Planning is under way to expand this project to five additional sites and to develop and entirely new set of courses.

Higher Education and Libraries

In fiscal 1975, 10 institutions and 9 libraries were funded for assistance. Examples of the assistance include the construction of a life-science, student services building, and grants to improve instructional and laboratory equipment. The library grants are to assist countywide or multicounty areas.

DISSEMINATION

No educational dissemination reported.

EVALUATION

No educational evaluation reported.

DEPARTMENT OF DEFENSE

DEFENSE ADVANCED RESEARCH PROJECTS AGENCY

Cybernetics Technology Office

Contact - Dr. Harold O'Neil

RESEARCH

The Cybernetics Technology Office is seeking to develop methodologies for the effective use of generative computer assisted instruction. It should be noted that many of the research projects conducted by the Cybernetics Technology Office are jointly sponsored by other Services within the Department of Defense. The research, both basic and applied is being conducted to reduce the costs of National Security.

Because of the varied backgrounds of students, the CTO is conducting research to analyze the optional methods for adapting individualized instructional material to particular students. This is being done by studying human memory models and the semantic and syntactic structure of the subject matter.

Research is also being conducted on an authoring training system which will be designed and tested. The goal of this project is to increase author effectiveness and efficiency.

The Plata IV project is to provide advanced technological training systems to operational military training and research sites. Research development and test evaluation is to provide educational support and author training for personnel. CTO is also conducting a study to analyze a generalized self-paced instructional system and to develop a computer program to determine time savings when compared to conventional instruction and costs.

Another study will compare effectiveness of student performance using satellite delivered computer managed instruction to performance in school based settings. This is in addition to a study of learner attitudes with differing methods of instruction. The results of this will be used to design individualized instruction.

DEVELOPMENT

No educational development reported.

DISSEMINATION

No educational dissemination reported.

EVALUATION

The DOD has need for common evaluation methodology to determine relative cost effectiveness of training alternatives. The objective is to establish procedures for formative evaluation of various learning strategies, to review the Plato evaluation, develop parameters of a cost effective model for computer based training and to examine the implications of new technologies such as videodisc for computer based training.

DEPARTMENT OF DEFENSE

DEPARTMENT OF THE AIR FORCE

Contact - William B. Lecznar

Executes exploratory and advanced development programs to improve flying and technical training programs. Demonstrates and evaluates instructional technologies, conducts research and development on training performance, evaluation, and computer-based training systems.

RESEARCH

Efforts relate to both formal and informal education and training with focus on design of instructional methods, media, and systems. Included are studies of learning incentives, retention, transfer of training, auditory and visual information processing, and instructional strategies.

DEVELOPMENT

Develop and demonstrate promising instructional methods, strategies, media devices, and training management techniques for flying and technical training programs. Conduct studies to enhance the learning situation. Apply the use of computers to training. Describe and compensate for individual difference in ability to learn. Develop and apply simulation to training.

DISSEMINATION

Research results are documented in technical reports which are available thru the Defense Documentation Center and the National Technical Information Service. Findings are also reported at meetings of professional associations, special interest conferences, and ad hoc gatherings.

EVALUATION

Evaluation of program and individual performance is used as feedback to improve training delivery systems. Work covers field evaluation of resident training course graduates, adaptive and criterion referenced testing principles, and training systems analysis and modeling.

DEPARTMENT OF DEFENSE

AIR FORCE OFFICE OF SCIENTIFIC RESEARCH

Contact - Dr. Alfred R. Fregly

RESEARCH

Research in education and training provides support of technical training, flying training, formal education, on-the-job training, and training systems engineering support in various commands of the Air Force. Research efforts focus on areas relevant to the design and evaluation of instructional methods, media, and systems. Included is research on computer based instruction, simulation, proficiency measurement, instructional systems design methodology, human motivation in training, learning, retention, and transfer of training, learning and teaching algorithms, visual imaging, learning styles, peer instruction, and computerized adaptive training.

DISSEMINATION

Research findings are made available via distribution lists for technical reports, DDC, NTIS, journals and books, meetings, workshops, symposia, and conferences.

DEPARTMENT OF DEFENSE

DEPARTMENT OF ARMY

RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES
UNIT TRAINING AND EVALUATION SYSTEMS TECHNICAL AREA

Contact - Dr. Frank J. Harris
Chief, Training Division

RESEARCH

Research on improving the readiness posture of active and Reserve Component forces through better tactical training of small combat arms units.

DEVELOPMENT

Research has focused on the development of a unit training technique known as REALTRAIN. The basic technique has been expanded and is now known generically as "engagement simulation".

DISSEMINATION

Dissemination of useful training products is conducted by the sponsor (Training and Doctrine Command) with the technical support of the research community. For example, the REALTRAIN method of training, developed by ARI, was introduced to the U.S. Army in Europe by a military Mobile Training Tram. ARI research personnel accompanied this team to provide support and guidance in the transition of a research product to the user.

EVALUATION

Evaluation of training research products is in itself a research effort in that it is necessary to develop objective measures of the performance of units. A program is underway to validate the REALTRAIN method.

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DEPARTMENT OF DEFENSE

DEPARTMENT OF ARMY

EDUCATIONAL TECHNOLOGY AND TRAINING SIMULATION (ET&TS) TECHNICAL AREA
U.S. ARMY RESEARCH INSTITUTE (ARI) FOR THE BEHAVIORAL AND SOCIAL SCIENCES

Contact - James D. Baker
Chief, ET&TS

ARI is a field operating agency of the Deputy Chief of Staff for Personnel (DCSPER) and is a developing agency for personnel performance and training Research, Development, Test and Evaluation (RDTE). It performs the RDTE to improve operational practices and procedures in the areas of personnel and management systems, education and training systems, and human factors in system development and operation. ARI research is concerned with the whole person functioning in the Army system: the effects of individual variables on adaptability and functioning in a wide variety of Army jobs in different organizational concepts; the effect of work environments, including system complexity and automation, on individual and group performance; and the requirements for, and effects of training at all skill and operational levels. Overall direction of the ARI effort is the responsibility of Dr. J. E. Uhlaner, Technical Director and Chief Psychologist of the Army. What follows is the ET&TS Technical Area portion of that effort.

RESEARCH

A major focus in this technical area is on computerized training delivery systems. Research is underway toward improving software/courseware development through research on human capabilities and limitations in the design, production and maintenance of software/courseware and the design of on-line/off-line job aids to reduce time and cost in computerized training material production. Other computer oriented research is directed toward the area of applications of artificial intelligence techniques to the instructional setting. This research is intended to increase usage of computer capability by providing means for simultaneously evaluating the learner while adapting instructional strategy and learner feedback based upon that individual's needs. Another unique application of the computer as a training delivery system is in the research directed toward the design of a system for collective (i.e., crew, group, team, unit, etc.) real-time, interactive, dynamic instruction for efficient and effective conduct of team training. Research is also underway to examine game based learning with a focus on the development of a usable methodology for evaluating gaming and simulation in terms of enhanced learning effectiveness and the development of principles to assist users in developing their own games and simulations. Other research is directed toward the development of a model to assist training delivery system developers in evaluating and selecting alternative media on the basis of cost and training effectiveness during both the design and prototype evaluation stages of training device development. Finally,

research is in progress which addresses training technology transfer and assessment and is directed toward the development of implementation strategies and utilization procedures to enhance user utilization/user acceptance of new training technologies and innovations.

DEVELOPMENT

A basic belief in this technical area is that the development of a training concept, training equipment development, as well as simulation and gaming considerations should be an integral part of the design process. Therefore, efforts are underway to provide detailed guidelines for the development of a life cycle training development model to complement the equivalent material acquisition model. Related to this effort, a training device evaluation model has been developed and is currently being validated which will permit various Army agencies to compare alternative devices, within a single media class, along same or equivalent dimensions. A developmental effort is underway which uses the PLATO CAI system as the delivery system. The work consists of an examination of this system in terms of providing general educational development (e.g., high school equivalency test materials) at dispersed post, camp and station locations. The other computer based educational system effort addresses the problem of "exportable training packages" for remote location training. It is comparing CAI vs. other media in terms of satisfying military skill training requirements. Also under development is a model designed to answer "what if" questions for deriving tight design specifications for automated field training exercise control and evaluation systems and the design of a microprocessor delivery system for use with command post exercise board games. The Army has under development several large scale, mobile, tactical data processing systems. In support of this effort--to maintain the proficiency of these users--ARI is developing embedded training subsystem packages which are integrated within these computerized systems which permits the system itself to train the user on how to use the system. Finally, under development is a data acquisition effort for determining user acceptance and utilization of such training innovations as were just described and which will also provide the criteria toward which we will optimize in the technology transfer research mentioned above.

DISSEMINATION

Results are documented in technical reports which are available through the Defense Documentation Center and the National Technical Information Service. Findings are also reported at meetings of professional associations, special interest conferences, ad hoc gatherings of government scientists and in-progress reviews for sponsors/users.

ARI/ET&TS

EVALUATION

Evaluation is a continuing, multi-level effort. Research activities conducted in the laboratory setting undergo standard statistical analyses to produce (and reduce the absolute numbers of) viable alternatives for subsequent applications. Alternative approaches derived from the laboratory are then re-assessed and validated in the setting of the user through field tests and evaluation. These field data also provide inputs for an analytic examination of alternatives in terms of cost/training effectiveness analysis by providing the effectiveness data.

DEPARTMENT OF DEFENSE

DEPARTMENT OF THE NAVY

OFFICE OF NAVAL RESEARCH (ONR)

Contact - Dr. Marshall J. Farr
Program Director
Personnel & Training Research

RESEARCH

The Office of Naval Research (ONR) is a staff organization to the Assistant Secretary of the Navy for Research and Development. It has Navy-wide responsibility for fundamental research in a variety of scientific disciplines, including the Psychological Sciences. Within the Psychological Sciences Division of the ONR are the Personnel and Training Research Programs, which sponsor psychological research in areas such as human cognitive process (including learning and memory), training and learner strategies, and computer-assisted instruction. This research is predominantly performed under contract with academic institutions, private R & D organizations and industry. Contracts are typically awarded based on unsolicited proposals. Some examples of current program emphasis are (a) individual differences in cognitive processing; (b) computer-assisted instruction wherein the computer output is generated on-line, in natural language, out of a semantic/syntactic network of facts and concepts; and (c) the relationship between trainee aptitudes and instructional variables.

Within the Personnel and Training Programs of the ONR, complementary program emphasis center on (a) new concepts and techniques for assessing personnel abilities for selection and classification purposes and for determination of training readiness; and (b) improved ways of deriving personnel aptitude and ability requirements more clearly related to actual Navy and Marine Corps jobs demands.

Within the ONR's Psychological Sciences Division, other Program Offices focus on Engineering Psychology and Organizational Effectiveness research.

DEVELOPMENT

Small contract program in exploratory development devoted to Navy and Marine Corps personnel and manpower problems. Current examples of these are manpower supply and demand prediction; and reduction of personnel attrition.

DISSEMINATION

Research findings are made available via distribution lists for technical reports, DDC, NTIS, journals and books, meetings, workshops, symposia, and conferences.

EVALUATION

No educational evaluation reported.

DEPARTMENT OF DEFENSE

DEPARTMENT OF THE NAVY

NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER (NPRDC)

Contact - Dr. John D. Ford, Jr.

NPRDC is the principal Navy activity for human resources research and development. The mission of NPRDC is to conduct research, development, test, and evaluation (RDT&E) in the areas of manpower, personnel, education, and training, and to serve as the coordinating activity for human resources RDT&E for the Navy.

RESEARCH

This training research is ultimately directed toward support of Navy and Marine Corps personnel requirements for operational readiness. The program includes efforts to augment and improve the training technology base; to increase the adaptiveness of training to individual differences; to improve the formulation and selection of training objectives, methodologies, and content; and to increase the precision of instruments and procedures for measuring the effects of training.

Research is under way to increase the reliability and validity of computer-administered, standardized, paper-and-pencil tests. One effort focuses upon elaborative strategies for acquiring and processing information derived from lectures. The characteristics of textual materials which could facilitate their acquisition are also being investigated. Another project is in progress to determine how attributes of the stimulus, various instructional sets given to the learner, and different trainee characteristics affect recognition memory and performance. Work is under way to investigate novel techniques for applying computerized, adaptive testing to criterion referenced measures of actual achievement against absolute performance standards. The feasibility of employing computer-based procedures for modeling learners' mastery of knowledge is also being evaluated by employing novel methods of representing instructional content, new paradigms of information retrieval from long-term memory, and creative concepts of general problem-solving abilities.

A group of interrelated studies are directed toward designing, improving, and evaluating training programs and products for Naval school, shipboard, and on-site instructional locations. One of these research studies is being conducted to delineate the optimal roles and functions of instructors with respect to their academic counseling and instructional decisions in computer-managed training environments. Another effort is concerned with identifying the sources of learner difficulty in individualized courses, and in developing remedial strategies to accomodate for disparities between learning task requirements and trainee capabilities. In a different project a comprehensive assessment of the causative factors of attrition in Navy technical training is being conducted in order to improve

the administrative management of training courses and reduce costly attrition attributable to identified factors.

A research effort is continuing in the assessment and enhancement of prerequisite skills. This task is directed toward design of procedures and instruments for the assessment, prediction, and remediation of basic skills prerequisite to successful completion of Navy training and for performance in Fleet jobs. An assessment has been completed of the gap between literacy skills and the literacy requirements for both recruit and school training. Efforts will be directed toward improving the match between entry literacy skills and training/job requirements through a number of possible alternatives such as remediation of skills, lowering literacy demands of texts, and determining acceptable functional literacy gaps. The work should result in improved training and job proficiency, and an enhanced multi-level literacy remediation program.

DEVELOPMENT

This program's major developmental efforts include a number of projects which utilize recently developed or previously extant training technologies for applications to Navy and Marine Corps training programs and systems. These applications capitalize on the advances made in instructional methodologies and materials and serve to demonstrate the technical and financial feasibility of the technologies in operational training environments.

An effort involves the development of individualized instructional methods and materials unique to a Navy service rating training course which currently involves conventional instruction in both theory and practical performance factors. The newly developed instructional program is designed to be amenable to both shore-based implementation and delivery. A continuing project is underway to identify the existing measurement procedures and devices which can be used to assess performance proficiency in an array of Navy technical and non-technical ratings. Measurement requirements which cannot be accomodated by existing methodologies will be identified, and new devices or procedures, including simulation approaches, will be developed to meet the measurement needs. Another project is being conducted in direct support of the Marine Corps tactical field exercise training which involves development of real time combat unit performance effectiveness measures and assessment procedures.

An extensive effort is being conducted to define and predict the manifold duties and roles to be fulfilled by Navy instructional personnel within the decade. This will specificially include definition of the skills required to support and accomodate the new adaptive instructional systems, the changing roles involved in the development of instructional content and materials, and the evolving changes in rating structures and personnel mixes. Work is in progress to provide an experimental "test bed" in a Naval technical training environment for testing and evaluating the latest

technological advancements in miniaturized computers and computer-controlled multimedia displays. A study management system is being designed for this purpose to be implemented on computer terminals. Another project in this area entails developing and evaluating decision algorithms and advisor paradigms for guiding trainees through technical training courses.

For aviation and shipboard training several efforts are under way. One of these is designing, developing, testing, and evaluating a data management system for undergraduate pilot training which will predict student flight training performance, and prescribe individualized instruction for trainees based upon their specific strengths and weaknesses. Work is being done to develop an individually adaptive flight training simulation system with diagnostic and predictive capability in order to match instruction to the trainee's changing skill level. Also, an evaluation is taking place to determine the feasibility of computer useage in a shipboard environment for individualizing instruction and for administrative functions.

In maintenance and technical training work is being conducted to establish the suitability of the latest state-of-the-art computer-based instructional technology for Naval training needs. Specifically, these requirements are in the form of operator and maintenance training. A parallel effort is under way to integrate innovative instructional techniques (computer -assisted and managed instruction, machine-controlled adaptive training, and automatic scoring and error recording) into an advanced system to minimize the attrition of maintenance trainees. Other development is being performed to design different computer-based and computer-free instruction and management systems in order to evaluate their effectiveness and efficiency. Computer-based terminals are being evaluated for use as low fidelity simulators to replace more expensive high fidelity simulators and equipments for training on weapons systems. Also, computer-based sytems are being developed for managing Naval technical training, for establishing and maintaining data bases for instructional systems development, and for facilitating cost/effectiveness analysis of Navy training systems.

DISSEMINATION

No educational dissemination reported.

EVALUATION

No educational evaluation reported.

DEPARTMENT OF DEFENSE

DEPARTMENT OF THE NAVY

NAVAL TRAINING EQUIPMENT CENTER

Contact - James S. Duva

DEVELOPMENT

Development efforts in simulation are directed toward the solution of military training problems and may vary from fairly fundamental applied research in the physical sciences, engineering and human factors, to sophisticated breadboard hardware and very specific studies and experiments. The dominant characteristic of this development is that it is directed toward specific military training problem areas with a view developing and evaluating the feasibility and practicability of proposed solutions and determining their parameters. The thrust is to improve and expand the technological capability to meet future training problems. It includes analytical and experimental development of materials, components, techniques, sub-systems to identify training problems and proposed solutions for these problems. These techniques and products are provided for further development as hardware for experimental and operational testing. Areas for development are established from developments in the state-of-the-art which provide new approaches to problems, i.e., the applications of laser holography; and from new or more pressing Naval training caused by decreasing personnel availability. The problem varies from the invention of new techniques and products to the effective application of existing techniques and products in innovative ways. Within the limitations of fiscal and personnel restrictions, the program concentrates on problems specific to the Naval training community while availing itself and utilizing related developments by other agencies, universities and industry. Major efforts are currently focused in the areas of visal, motion and sensor, simulation, weapons employment simulation, training simulation techniques, simulation computing techniques, and advanced training concepts.

FEDERAL COMMUNICATIONS COMMISSION

RESEARCH

Research is oriented toward future technical needs. Education research is usually on an ad hoc, in-house basis, primarily by the Educational Broadcasting Branch relating to problems, issues or rule-making under consideration.

Occasional FCC-wide education research includes studies related to children's television, (a special staff is being hired to follow-up the continuing research in this field).

DEVELOPMENT

Only rarely does FCC sponsor demonstration projects relating to education and then principally in relation to technical experimentation.

The FCC grants permission for demonstrations and experiments relating to educational utilization of technology, e.g., captioning for the deaf, subsidiary radio communications for the blind, scrambled TV for medical use.

DISSEMINATION

Through proposed rule-making and through announcement of rule-waivers for demonstrations and experiments, the FCC informs the public of new and/or proposed developments which may relate to educational needs.

Through its Educational Broadcasting Branch, the FCC maintains liaison with the public and with governmental entities regarding communications developments and actions that affect education.

EVALUATION

The FCC evaluates the results of all demonstrations and experiments for which it has given special permission, either for the purpose of extending such permission or for the purpose of developing policy and rule-making to incorporate the given approach into the rules and regulations.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE ASSISTANT SECRETARY FOR PLANNING AND EVALUATION, DHEW

RESEARCH

Coordinate the research plans of HEW.

DEVELOPMENT

Education components of the Income Maintenance Experiments

DISSEMINATION

Distribution of major policy papers such as the Newman Task Force Reports on Higher Education and Patterns of Federal Aid to School Districts.

EVALUATION

Identification and assessment of effective educational programs and activities devoted to special needs of the economically and educationally disadvantaged (Section 232 of the Economic Opportunity Act).

Coordinate the evaluation plans of HEW.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF CONSUMER AFFAIRS

RESEARCH

Legislative Mandate - Executive Order 11583.

Encourage and coordinate research conducted by Federal agencies leading to improved consumer products, services and consumer information.

Conduct investigations, conferences, and surveys concerning the needs, interests and problems of consumers.

Research is advocated by the offices of Field and International Operations, Consumer Education and Special Concerns.

The Office of Economic Planning and Policy engage in research in their role as consumer advocate.

DEVELOPMENT

No educational development reported.

DISSEMINATION

Encourage and coordinate the development of information of interest to consumers by Federal agencies and the publication and distribution of materials which will inform consumers of matters of interest to them.

There are strong dissemination emphases in the Offices of Public Affairs and External Liaison.

EVALUATION

Coordinate, evaluate and participate in consumer education programs and consumer counseling programs.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION

Policy Development

RESEARCH

Contact: James Fox

The Policy Development office oversees the policy analyses undertaken by three educational policy research centers. Each center, which operates on a three year contract subject to yearly renewal, specializes in a particular area--special need groups; postsecondary education and society; and education finance and delivery systems. The policy research conducted by the centers relies heavily on secondary data analysis techniques. In addition, in-house policy research is conducted by Policy Development staff on pertinent educational issues. A major current activity in this category is the identification and assessment of alternative methodologies for updating the count of children in poverty at the state, county and subcounty level for purposes of distribution of Title I funds.

DEVELOPMENT

No educational development reported.

DISSEMINATION

No educational dissemination reported.

EVALUATION

No educational evaluation reported.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

RESEARCH

The Fund supports projects which demonstrate new approaches "encouraging the reform, innovation, and improvement of postsecondary education..." Projects funded are social research projects working across eight specific areas of improvement. Nearly, one half of the Fund's appropriation supports programs that strive (1) to provide equal educational opportunity for all through the creation of new institutions, new programs for groups of learners and new services for career and educational counseling for adults.

Several million dollars has been spent over four years to create (2) new career and professional training, and new combinations of academic and experimental learning. The Fund has supported some projects searching ways (3) to establish institutions and programs based on the technology of communications. Twenty-thirty institutions have received funding (4) to carry out changes in internal structure and operations designed to clarify institutional priorities and purposes...

Each year projects are selected which (5) demonstrate the design and introduction of cost-effective methods of instruction and operation. Nearly one third of all projects funded (6) introduce institutional reforms designed to expand individual opportunities for entering and re-entering institutions. Other projects supported efforts (7) to improve graduate education and several million dollars has been spent to examine new approaches for (8) awarding credential to individuals, and the introduction of reforms in current institutional practices.

DEVELOPMENT

The majority of projects working across the eight areas mentioned are developmental demonstrating new approaches to postsecondary education. And for all Fund projects, the central aim is to start programs which promise either to reduce costs or increase the value of the educational dollar.

In addition to the development of improved practice through individual grants, the program has undertaken two special focus programs and a National Project which support groups of projects addressing single problem areas. In 1973-75, 30 projects addressed new approaches for basing degrees upon competencies' learners have attuned. Another special focus program supported projects in 1973-74 which explored "New Incentives for Improving Faculty Teaching." in 1975-76, the Fund awarded mini-grants to 16 institutions to develop model prospectuses for Better Information for Student Choice" (NPI).

DISSEMINATION

The Fund follows the strategy of using a small supply of Federal dollars to aid institutions to help themselves; to get improvements started which will stay in place after Fund dollars no longer flow to the project; to maintain responsiveness to the field thus insuring Federal dollars are spent to implement realistic solutions to significant problems; to develop techniques for diffusion which utilize natural channels of professional communication and also create networks and teams of new professional leaders.

The Fund provides support for some projects that are dissemination activities and also support diffusion activities in the second and third stages of the projects themselves. National Project I "Alternatives to the Revolving Door: Effective Learning for Low-Achieving Students," and National Project III "Elevating the Importance of Teaching" have themselves been efforts to disseminate better information about particular problems.

EVALUATION

All projects include plans to evaluate their particular outcomes. In addition, some project themselves evaluate the state of the practice in postsecondary education. The eleven projects comprising National Project II and the Twelve in National Project III each include an evaluation component to determine the success of projects which seem successful, but may not have been rigorously tested. Evaluation results of all of the National Projects will become important information to disseminate to other practitioners.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

NATIONAL CENTER FOR EDUCATION STATISTICS

Contact - Frank Corrigan

RESEARCH

No educational research reported.

DEVELOPMENT

Several themes are evident among the developmental projects of the National Center for Education Statistics: - (1) newly prominent educational activities - e.g., studies of educational television inservice teacher training, safe school study, and library consortia and network; (2) increased understanding and analysis of existing categories of statistics - e.g., school staffing patterns, characteristics of dropouts, school resources and community characteristics; (3) exploitation of data bases from other organizations - e.g., a system to obtain data by school districts from the 1970 Census of Population and Housing; (4) measurement of educational outputs - e.g., construction of an anchor test for reading achievement, and the National Assessment of Educational Progress; (5) cohort analyses - e.g., issues - e.g., a study of collective bargaining by public school teachers, a system of fast response survey, a study of sex discrimination in higher education, access to postsecondary education, analysis of educationally handicapped children, bilingual studies; (7) methodological development - e.g., cost of education index, measures of learning, indicators of equality of educational opportunity, computerized online access system for educational statistics.

Several unique data bases which are being developed are of particular significance. The National Assessment of Educational Progress provides national performance benchmarks in such achievement areas as reading, writing, science, citizenship and mathematics, and measures changes in educational attainment over time. The National Longitudinal Study of Educational Effects follows students from the high school class of 1972 through school and postschool experience.

DISSEMINATION

The Center promotes access to the data it collects through several avenues to meet the varying requirements of its users for timeliness, comprehensiveness, interpretation and inputs to further analysis. Reports are published on the findings of its surveys and studies and distributed through the Government Printing Office. Other modes of

dissemination include reference services, special tabulations, computer output on microfiche, a tape dissemination system and an online data base system (EDSTAT). EDSTAT permits users to interrogate a large data base from remote access terminals in many parts of the country.

EVALUATION

The National Center for Education Statistics evaluates the usefulness and quality of its programs and projects in several ways. A national Advisory Council on Educational Statics is comprised of experts who meet four times a year to review Center statistical activities. Major projects such as the National Assessment of Educational Progress and National Longitudinal Survey are periodically subjected to program review by statisticians and education research and measurement personnel outside of NCES. A Technical Planning Office has been established to provide technical review and directions for projects.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

NATIONAL INSTITUTE OF EDUCATION*

EDUCATIONAL EQUITY GROUP
Contact - Iris Rotberg

RESEARCH

Conduct the study of compensatory education mandated by Section 821 of the Education Amendments of 1974. The study examines the purposes and effectiveness of compensatory education and will provide Congress with specific recommendations on funds allocation, administrative techniques and educational programs.

DEVELOPMENT

No educational development reported.

DISSEMINATION

Frequent conferences and papers to disseminate information on the study to the National Advisory Council for the Education of Disadvantaged Children; state and local administrators and parent groups; Congressional staff; and researchers.

EVALUATION

Evaluate the effectiveness of current compensatory education programs in achieving their broad objectives and consider the implications of alternatives to current practice.

* Research, Development, Dissemination and Evaluation are all included in NIE's enabling legislation, P.L. 92-318.

EDUCATIONAL EQUITY GROUP

Multicultural/Bilingual Division
Contact - Sarita G. Schotta

RESEARCH

Investigate instructional and socio-cultural processes within home and school settings which impact on children of limited English speaking ability, or who otherwise come from cultural minority backgrounds. Research into goals and attitudes of educational institutions and communities toward multicultural/bilingual education as they affect the acquisition of language arts and social skills.

DEVELOPMENT

Plan and guide the development of research papers in the field of multicultural/bilingual research classroom aids and materials for K-6 grades.

DISSEMINATION

Plan and assist in the dissemination to the American educational community information regarding the Institute's Multicultural/ Bilingual program, recent research findings and instructional materials for use in teacher training and in classrooms.

EVALUATION

Design and review assessments of materials prepared for Multicultural/ Bilingual classrooms, teaching techniques employed in conveying socio-cultural curricula, including language arts, and the effectiveness of K-6 multicultural/bilingual programs regarding stated objectives, student performance and community impact.

Desegregation Studies Program
Contact - Amos Issacs

RESEARCH

Examine the condition of continual social, political, and pedagogical change which occurs during school desegregation. Establish a firm understanding of the processes involved in school desegregation in the classroom, in the community, and in the courtroom. Examine strategies, techniques and procedures which enhance the processes so as to make the integrated setting a viable experience for all children.

DEVELOPMENT

Initiate the development and testing of strategies which address school desegregation processes and policies in local, state and national settings.

Develop materials on roles and functions of teachers, students, parents, and administrators during school desegreation.

DISSEMINATION

Provide current research and technical information to lcoal, state and national agencies and offices involved in the school desegregation process. Develop a network to distribute important research findings, strategies and techniques.

EVALUATION

Analyze effective mechanisms to prevent crises and resegregation in public schools during the implementation of school desegregation. Evaluate community reactions to court ordered school desegregation. Assess effective strategies to achieve status equalization in integregated classroom environments.

EDUCATIONAL EQUITY GROUP

Women's Research Program
Contact - Crissi Hristakos

RESEARCH

Extramural and staff-produced research is being conducted to examine the educational, occupational and, therefore, total life inequalities that women face. The Women's Research Program focuses on attitudes and motivations that women have internalized which condition them to expect and to seek a very limited range of academic and occupational options. External contributing factors, such as unequal educational programs and facilities, are also being examined.

DEVELOPMENT

Two models of sex role learning and sex discrimination are being developed as part of the WRP extramural program.

DISSEMINATION

Conference reports, research reports and fact sheets on women are disseminated to individuals, universities, government agencies, the Congress, etc.

EVALUATION

No educational evaluation reported.

EDUCATIONAL EQUITY GROUP

School Social Relations
Contact - Oliver Moles

RESEARCH

Conduct the Congressionally mandated Safe School Study to examine the incidence, seriousness and extent of crime and violence in schools and means of prevention. Beginning research on the role of alternatives to traditional education to promote learning and socialization for disruptive students.

DEVELOPMENT

No educational development reported.

DISSEMINATION

No educational dissemination reported.

EVALUATION

Evaluate effectiveness of techniques and strategies to reduce disruptive behavior in schools.

FINANCE & PRODUCTIVITY GROUP

Productivity Division
Contact - Judith A. Segal

RESEARCH

Explore ways of improving the productivity of educational systems; including basic research on relationships among inputs, processes of education and student outcomes; and also applied research on the benefits of specific technologies and reform efforts.

DEVELOPMENT

Examine the impact of competency- based education (CBE) on schools and students at the secondary and postsecondary levels; the cost-effectiveness of computer-assisted instruction (CAI) for elementary school mathematics and language arts; various instructional technologies for basic college level economics; and alternative incentive and reward structures at the elementary, secondary, and postsecondary level.

DISSEMINATION

No educational dissemination reported.

EVALUATION

No educational evaluation reported.

FINANCE & PRODUCTIVITY GROUP

Assessment of Innovative Developments Division
Contact - Jeff Schiller

RESEARCH

Investigates ways of improving the utility and impact of findings which emanate from evaluations of educational programs

DEVELOPMENT

No educational development reported.

DISSEMINATION

Identify ways of involving potential decision-makers in the evaluation process with the hope that such involvement will improve the dissemination process itself.

EVALUATION

Evaluate the cost-effectiveness of educational innovations with emphasis on those innovations which are designed to improve school management and/or the delivery of educational services.

FINANCE & PRODUCTIVITY GROUP

School Finance & Organization
Contact - Robert Cunningham

RESEARCH

Conduct studies of pupil weighting systems, disadvantaged students, declining enrollments, municipal over-burden, intergovernmental relations, state school finance reform, parent-student mobility and school quality, rural school consolidation, neighborhood stability and comparative international school finance.

DEVELOPMENT

Provided support for the development of education voucher plans in New Hampshire and Connecticut, and for on-going voucher activities in Alum Rock, California. Supported 15 experimental schools site operations. Also, provided technical assistance to state legislatures, and supported planning activities in fluctuating enrollment school districts.

DISSEMINATION

Supported the preparation and distribution of handbook on school transportation systems and on state school finance reform, and the publication and distribution of an on-going school finance newsletter through the Education Commission of the States. Also, funded documentation and dissemination activities by several professional organizations engaged in declining enrollment studies.

EVALUATION

Evaluate the Alum Rock voucher demonstration, the East Hartford, Connecticut and New Hampshire voucher planning project and both rural and urban experimental schools' programs.

FINANCE AND PRODUCTIVITY GROUP

Technological Applications Division
Contact - Richard Otte

RESEARCH

Investigation to determine the need for and technological opportunities that exist in home-based education. Study to determine the social, political, and educational perspectives of college and university faculty members. Study to determine the history and current status of special education for the handicapped. Study of the history and current status of computer-assisted instruction in Chicago public schools. Study of generative computer assisted instruction. Study to examine the short range potential of computer managed instruction. Study to examine innovations in the educational sector. Innovations were Sesame Street and computer assisted instruction in the Institute of Mathematical Studies in the Social Sciences. Study of the way in which communication satellites can be used to deliver educational programs to isolated learners. Study of the effectiveness of educational programs delivered by television, film and other media in an open learning situation.

DEVELOPMENT

Develop and implement the use of planning and management systems in institutions of higher education and in state departments of higher education. The objective is to help individual institutions and state departments avoid "re-inventing the wheel" and aid them in exchanging data and making inter-institutional comparisons. Development of plans for the use of communications satellites in educational activities for isolated learners. Develop and implement educational programs for the University of Mid-America.

DISSEMINATION

Over 2,500 copies of the report "Home-Based Education Needs and Technological Opportunities" have been mailed to interested persons requesting the report.

EVALUATION

Evaluation is a large part of each research and development project. Also, all proposals that come into this Division are evaluated both in-house and by external reviewers.

DISSEMINATION & RESOURCES

R & D System Support Division
Contact - Ward S. Mason

RESEARCH

Conduct research on the structure and functioning of the knowledge production and utilization (KPU) system for education, including its organizations, personnel, funding sources, activities, and products. Research includes both descriptive and special policy studies.

DEVELOPMENT

No educational development reported.

DISSEMINATION

Findings on the status of the education R & D system have been compiled in the 1976 Datebook. This Datebook will be distributed widely throughout the KPU community and to policymakers.

EVALUATION

No educational development reported.

DISSEMINATION & RESOURCES

School Practice & Service
Contact - C.L. Hutchins

RESEARCH

Conduct field research on issues related to the utilization of R & D outcomes and procedures involved in maximizing the dissemination and use of these outcomes.

DEVELOPMENT

Develop models for the management of dissemination systems at the state, intermediate, and local level. Included would be the development of training courses to be used with field agents, etc.

DISSEMINATION

Responsible for the creation of large amounts of dissemination materials such as catalogs describing NIE products, syntheses of research findings, and other interpretive material. SPSD oversees the distribution of these materials. Also, involved in technical assistance to program staff of the Institute as they plan and manage the dissemination of NIE produced outcomes.

EVALUATION

Regular evaluation of the effectiveness of selected dissemination efforts.

DISSEMINATION & RESOURCES

Information and Communication Systems
Contact - Thomas Clemens

RESEARCH

Identification of the requirements for a comprehensive information system for education. Initiate a sensing network for continuing identification of information needs and information using behavior of the educational community.

DEVELOPMENT

No educational development reported.

DISSEMINATION

Operate the Educational Resources Information Center (ERIC), a document-based educational information service encompassing over 250,000 citations. Support the development of comprehensive dissemination capacity in State educational agencies. Support a secretariat for communication among key State educational agency dissemination personnel.

EVALUATION

Evaluate the program to develop comprehensive dissemination capacity in State education agencies.

EDUCATION AND WORK GROUP

Career Preparation Division
Contact - Lois-ellin Datta

RESEARCH

Examination of the impact on economic and non-economic indicators of the returns to education, considering both amount and type of education. Studies of the effect of education on work satisfaction and on under-employment. Studies of the acceptability and negotiability of alternate educational degrees in the workplace and for further education.

DEVELOPMENT

Complete development of a comprehensive, family-oriented career preparation program for multi-problem adults. Continue development of a school-based program to improve basic competencies through teacher training. Complete development of materials to identify and train vocational educators' instructional competencies.

DISSEMINATION

Preparation of non-technical reports of research findings.

EVALUATION

Evaluation of development projects listed above; completion of evaluation of an alternative school intended to prevent drop-outs and to improve the career preparation of minority youth.

EDUCATION AND WORK

Career Exploration
Contact - David Hampson

RESEARCH

Four models of Experience-Based Career Education (EBCE) that aim to link academic studies with knowledge about the world of work and specific characteristics, prerequisites and environments of various careers by engaging students in learning in work settings under the guidance of employer/resource persons. Study of implications of various forms of work reorganization and the resultant demands on and responses of school systems. Testing hypothesis that graduates of proprietary vocational schools will fare better in the labor market than graduates of public vocational schools. Study of existing programs and practices involving work experience, mini societies and mini economic systems within school walls. Study of the implementation of an important educational innovation into schools.

DEVELOPMENT

Career Education Measurement Handbooks addressing career education measures, accountability, and improvement of locally developed measurement instruments. Models of in-school work experience that appear to be working well and be replicated elsewhere. Stand alone implementation materials for installation of a complex educational innovation in schools.

DISSEMINATION

EBCE selected as priority area for UEA Part D dissemination grants program by USOE. Expanding network of schools and school systems seeking to implement EBCE, working with State education authorities to assist them to develop support and technical assistance capability to support EBCE programs within their state. Series of curriculum materials to increase knowledge and skills of teachers of career education.

EVALUATION

Assessment of cognative and affective aspects of student development, in the executive High School Internship Program, the role of EHIP coordinators, costs of establishing and maintaining viable program. Evaluation of the process associated with the implementation of EBCE sites and on the outcomes such as academic performance, verbal and career planning skills and attitudes toward education and curriculum associated with involved students.

EDUCATION AND WORK

Career Access
Contact - Ella Kelly

RESEARCH

Studies of factors affecting the enrollment, retention and completion rates of blue collar workers in continuing education; research on the costs and probable impact of alternative ways of supporting lifelong learning including worker sabbaticals and adult entitlements. Research on alternative ways to link education, industry and labor, including community councils and industry/education councils, culminating with the book "Bridging the Gap."

DEVELOPMENT

Development of materials for adult career counseling, and approaches to increasing the effectiveness with which available resources can be brought to be in and out of school to provide youth and adults with occupational counseling and guidance.

DISSEMINATION

Distribution, training and other research utilization efforts of materials on adult career counseling; conferences and workshops bringing together what is already known about adult brokering activities and what seems to work.

EVALUATION

Evaluations of adult career counseling programs, both those developed through NIE support and those underway with other support; evaluative research on outcome measures and ways of assessing costs of such services.

EDUCATION AND WORK

Career Awareness
Contact - Robert Wise

RESEARCH

Examines the process of career decision-making, the influences on this process, and how the process, the influences and the outcomes may differ for sub-groups in the population. Research on occupational sex role sterotyping in women and men. Research on school process effects on career choice and attainment. Policy studies and research on increasing the number of women interested in and prepared for non-traditional occupations requiring mathematics and science competencies.

DEVELOPMENT

Development of materials for occupational exploration for junior high school students. Initiation of a school based program, using educational television, classroom materials, and parent materials, to decrease occupational sex role stereotyping during the fourth through sixth grade years, believed to be a critical period in the choice processes. Completing the field testing of career education in the regular school curriculum. Development and testing of a career guidance system for secondary and post-secondary schools.

DISSEMINATION

Training and distribution of materials to help counselors, teachers, and parents recognize sex fair and sex biased career counseling, with particular emphasis on interpretation of the Guidelines distributed through the American Psychological Association on sex fair vocational interest inventory construction, administration and interpretation.

EVALUATION

No educational evaluation reported.

NATIONAL INSTITUTE OF EDUCATION

SCHOOL CAPACITY FOR PROBLEM SOLVING
Contact - Marc S. Tucker

RESEARCH

Several dozen contracts and grants for studies of various aspects of school organization, and schools' relations to their environment. Methods range from extensive surveys and longitudinal panel studies to close-in micro-ethnographies. Topics include: school board and superintendent responsiveness to communities; implementation of team teaching in IGE schools; methods for organization development; implementation of acccountability systems; district-level organizational climates; relations between organization structure and the complexity of teaching that is done; comparisons of diverse types of outside technical assistance for stimulating innovation; planning new schools. A major new study began late in FY '76 of citizen participation in decisions.

DEVELOPMENT

Nine projects in urban schools are supported for development of organizational strategies for better problem-solving. They are being studied in depth by an external contractor, who is to retrieve data for use by others interested in the strategies. The retrieval will involve some development work, to produce materials and other things that will help the users, as well as extensive technical assistance. Another development effort centers on rural schools and their communities, aiming to produce a community development strategy that can be used by state education agencies. A number of the research projects listed above include development aspects, by producing handbooks, teaching guides, aides for others, of various kinds based on the research findings and often field tested as well. This is true in the areas of OD, accountability, organizational design, team teaching, and citizen involvement.

DISSEMINATION

Almost all research grants have funds added for deliberate dissemination -- additional writing, convening, development of materials workshops, briefings, etc., beyond the final research report. The rural education work is centered chiefly in these last few years on designing a dissemination or dissusion strategy to reach potential adopters. The contractor studying the nine urban problem-solving strategies spends about half the resources on making the research useful (disseminating it) to others. A network project aims to disseminate current practice about teachers centers to other centers.

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EVALUATION

Part of the study of the nine urban projects is to center on effectiveness, and also part of the study of citizen organizations is to evaluate their effectiveness. However, most of the unit's work is not aimed at evaluation.

NATIONAL INSTITUTE OF EDUCATION

Teacher Division

Contact - Virginia Koehler

RESEARCH

The Teaching Division funds a number of projects which are designed to identify effective teaching behaviors and strategies which are related to student achievement in basic skills. The product is knowledge which informs both policy and practice.

DEVELOPMENT

Several curriculum development projects are supported in this Division. One is an Aesthetic Education curriculum for elementary schools, and a second is designed for inservice education professionals' training.

DISSEMINATION

This Division provides current research and technical information to teacher training institutions, school districts, state education department officials, teachers, parents, and researchers through conferences, workshops and publications.

EVALUATION

Our curriculum development projects have strong evaluation components, our major projects receive constant evaluation from external reviewers.

NATIONAL INSTITUTE OF EDUCATION

Learning Division

Contact - Francis Sobol

RESEARCH

Conduct studies of reading and math learning for children in grades K-6. Conduct studies of the effects of curricular programs in reading and math on the performance of teachers, students, and school officials in schools covering grades K-6.

DEVELOPMENT

Develop and field test curricular programs for grades K-6 in reading, composition, spelling, expressive languages, math, social studies, and some science, and language programs for Spanish-speaking children. Develop and field test teacher training materials for reading and math curricula in grade K-6. Develop and field test school organization of materials and procedures for alternative school organizations in grades K-6.

DISSEMINATION

Disseminate curricular programs in reading, math, social studies, some science and language programs for Spanish-speaking children. Disseminate staff development programs for curricular materials listed above. Disseminate guidance materials and procedures for an alternative approach to the organization and operation of elementary schools.

EVALUATION

Perform evaluation studies of the effectiveness of curricular programs in reading, math, social studies, some science, and language programs for Spanish-speaking children. Evaluate staff development programs for the curricular packages listed above. Evaluate the effectiveness of an alternative school organizational program for elementary schools.

NATIONAL INSTITUTE OF EDUCATION

EDUCATIONAL ADEQUACY DIVISION

RESEARCH

Supporting research to establish educationally meaningful and legally enforceable standards and criteria of educational quality in basic skills. Study processes and effects of introduction of social science research into the making of legal policy in education.

DEVELOPMENT

No educational development reported.

DISSEMINATION

Distributes documents compiled by grantees regarding state standards of education.

EVALUATION

No educational evaluation reported.

NATIONAL INSTITUTE OF EDUCATION

BASIC SKILLS GROUP

Measurement and Methodology Section: Contact - Jack Schwille

RESEARCH

Conducts and supports research on methodological problems which pose major obstacles to advances in basic skills education. These efforts include investigation of issues in research design and analysis (e.g., in the area of non-experimental design and analysis, longitudinal research, and analysis of qualitative data), new approaches to educational measurement (e.g., criterion-referenced testing, ways of eliminating test bias) and improved methods for conducting program evaluations.

DEVELOPMENT

Supports the development of resource materials for evaluators, including evaluation kits, evaluation workshops and test evaluation books.

DISSEMINATION

Dissemination is served through the development activities described above. In addition, the Division disseminates new developments in research methodology through consulting services provided to other offices within the Institute.

EVALUATION

One of the main missions of the Division is the improvement of methods of evaluation. This purpose is served by the activities previously mentioned. In addition, the Division provides consulting services to other offices which are evaluating their own programs.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Contact - Edward Glassman

OFFICE OF EDUCATION

RESEARCH

Research activities within programs for Education for the Handicapped and for Vocational Education have been retained at the express direction of the Congress.

DEVELOPMENT

(Including demonstration programs)

- Bilingual Education

  Support includes grants for the development and demonstration of bilingual education programs in local school districts and support for the development of bilingual instructional materials.

- Right to Read

  Funds are awarded to State and local education agenices, institutions of higher education, and other public and private non-profit agencies to demonstrate effective reading programs.

- Follow Through

  This is an experimental program designed to test the effectiveness of various models of early primary education programs being developed to increase the achievement of disadvantaged children.

- Environmental Education

  Funds support pilot and demonstration projects.

- Indian Education

  Approximately half of the funds available for Parts B and C support pilot, developmental, or demonstration projects.

- Education for the Handicapped

  Severely handicapped projects - Projects demonstrate practices designed to meet the educational and training needs of severely handicapped children and youth.

OE

-- Innovation and Development --

Program components are designed to improve the effectiveness and efficiency of the educational system and its provisions for handicapped children through the development and validation of new service models and their diffusion and adoption.

-- Media Services -- of the total funds available for this activity about 30% supports the development of educational media services.

- Occupational, Vocational, and Adult Education - Innovation

Projects funded must be exemplary and innovative programs designed to serve as models for broadening the occupational aspirations and opportunities of y th.

-- Curriculum Development --

The emphasis is on supporting innovative projects in order to improve the efficiency and effectiveness of vocational education.

- Higher Education

-- Language Training and Area Studies --

The research done in this program is directed toward the language learning process, the methodology of foreign language teaching, preparation of instructional materials on uncommonly taught languages, and the development of baseline studies and curriculum materials for international/intercultural education.

-- Ethnic Heritage --

Funds provide assistance in the planning, development, establishment and operation of programs in ethnic heritage.

- Library Resources

-- Demonstrations --

Funds support demonstration projects to improve libraries and training in librarianship.

- Educational Activities Overseas

The research and development activities undertaken in this program focus on foreign languages, area studies, world affairs, and intercultural understanding through production of new knowledge and development of improved curricula and instructional materials, such as research

reference materials.

. Innovative and Experimental Programs

The Special Projects Act of 1974 authorizes activities to address special educational needs. Of the funds appropriated, 50% must be allocated to the following program areas; (1) Education for the Use of the Metric System of Measuremnt; (2) Gifted and Talented Children (3) Community Schools; (4) Career Education; (5) Consumers' Education; (6) Women's Equity in Education; and (7) Arts in Education Programs. Of the second set of activities, two programs, Education Television Programming and Career Education are demonstrations addressing priorities set by the Commissioner.

DISSEMINATION

Dissemination may be broadly defined and includes the dissemination of program information and statistics about some aspects of education in the nation and OE activities in particular. Most, if not all OE programs include such activities to some extent. Three projects in particular receive specific support for such dissemination efforts:

. Handicapped Education

Funds support media outreach activities, an information clearinghouse and efforts to recruit educators and students to the field.

. Salaries and Expenses

General program dissemination funds are used to inform the general public and educators of new educational developments and especially Federally supported projects supporting the major objectives of the President.

-- Information Clearinghouses: As required by the Education Amendments of 1974, support is provided for the collection, analysis and dissemination of information about adult, bilingual and community education.

In addition, in response to the demands from the field for OE approved educational programs addressing specific problems, e.g., compensatory education, a OE/NIE Joint Dissemination Review Panel was established to assess the validity of the success of OE supported projects prior to dissemination.

. Innovative and Experimental Programs

Packaging and Dissemination -- funds support the National Diffusion Network and its dissemination of information about effective projects, products, and practices developed in programs administered by OE and NIE. Funds also support the development of Project Information Packages (PIP's) to give educators the necessary information, materials and guidance to copy the essential features of selected effective projects, and to develop dissemination strategies for the PIP's. Authorized under the Special Projects Act (Education Amendments of 1974) as addressing a priority in education set by the Commissioner.

EVALUATION

ESEA Title I:

The Education Amendments of 1974 required a number of studies and surveys related to the operation of ESEA, Title I. Funds authorized under P.L. 93-380, Section 151 and G.E.P.A., Section 417 support these studies.

. Follow Through

Funds support the national evaluation of the education models being tested.

. Right to Read

The law authorizes that up to 1% of funds appropriated for the program support its evaluation.

. Emergency School Aid

Activities include a longitudinal study of ESAA Basic Grant and ESAA pilot projects as well as studies of ESAA awards to non-profit organizations and for Educational Television.

. Salaries and Expenses

Planning and evaluation -- As authorized by GEPA, section 416, OE conducts studies to determine the impact of Federal education programs, to identify effective instructional and management strategies in Federal and State programs and local projects, to provide technical assistance in evaluation to the field, and to analyze educational issues and policy choices.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

ADMINISTRATION ON AGING

RESEARCH

Legislative Mandate - Title IV-B of the Older Americans Act.

Research is conducted on:

1. Aging Processes - Identification of those changes, conditions or characteristics of the elderly which make them uniquely vulnerable.

2. Demography and the Elderly - Identification and enumeration of current elderly populations and subpopulations as well as future projections associated with: population size, distributional characteristics and mobility and demographic characteristics (age, sex, income, education).

3. Aging, Social Structures and Social Change - Identification, assessment and interpretation of those social and environmental conditions which impact on the elderly.

DEVELOPMENT

1. Intervention Mechanisms - Instituting of agencies and institutions designed to modify, improve, amelilorate the problems and conditions of the elderly.

2. Methodology - Development and assessment of tools and techniques which facilitate research, evaluation and other agency activities associated with aging or the aged or the institutions designed to serve them.

DISSEMINATION

Dissemination of research findings conducted through joint efforts of the Division of Research and Analysis and the National Clearinghouse on Aging.

Products of research projects in aging, supported by other agencies (HEW, HUD, DOT, USDA, etc.), are disseminated through the Inter-departmental Task Force on Research in Aging.

e.g., Task Force has contracted out the inventorying of all Federally supported research on the psychological and social aspects of aging in the past decade.

EVALUATION

One percent of annual appropriations are embarked for evaluation of ongoing programs. Evaluations are performed in-house or by contract.

e.g., Title III - State and area agencies on aging; Title VII - Nutrition Progran for the Elderly; Title IV-B.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF CHILD DEVELOPMENT

RESEARCH

Twenty-nine percent of the projects on early childhood are basic research. Emphasis placed on studying the interrelationships between the child, the family and the broader social and institutional environment:

- Cognitive development (40%)*
- Social development (46%)
- The family (42%)
- Parent involvement and education (30%)
- The neighborhood and community (21%)
- Cultural/socio-economic/ religious influences (24%)

Studies conducted on developmental processes (language developmental processes (language development, cognitive achievement, socialization and attitudes and social behavior).

Studies conducted on role of T.V. as socializing agent. Research conducted on day care supply, demand and select program components.

Thirty-one percent of the projects on adolescence are basic research.

Emphasis placed on abused or neglected adolescents, the family structure, the family functions, parenting skills, and influences of the social/cultural environment. Studies conducted on cognitive development (language, thought processes, perception, attention, decision-making) and social development (personality, emotional development, attitudes and behavior).

*Some projects are included in two or more areas.

DEVELOPMENT

Forty-eight percent of projects on early childhood are development.

Head Start Legislative Authority

Head Start
1. Experimental Programs, e.g, Home Start, Developmental Continuity, Handicapping Conditions, Child and Family Resource Centers

426 Funds
2. Parent-Child Development Centers (parents teach their own children under 3)

426 Funds
3. Education for Parenthood Curriculum (educating potential parents about child development and learning)

Forty-seven percent of the projects on adolescence are development. Emphasis placed on developing "developmental continuity" within the schools and developing tests, measures and methods to improve comparability.

DISSEMINATION

Eleven percent of the projects on early childhood are research support and utilization activities.

EVALUATION

Ten percent of the projects on early childhood are evaluation, e.g., Evaluations of Head Start, Evaluations of Parent-Child Development Centers, with replications.

Six percent of the projects on adolescence are evaluation. Emphasis placed on analyzing program evaluation methods.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

HEALTH RESOURCES ADMINISTRATION

RESEARCH

Examine educational objectives in the training of health professions personnel, curricula content and specialized health care, and efficiency of training.

DEVELOPMENT

Develop specialized health professions training courses and educational models, training programs in a wide range of skills or functions not offered in conventional training, and projects focusing on organization for education.

DISSEMINATION

Finds of research and development activities are made available through the National Technical Information Service, Government Printing Office, journals and other professional association publications, occasional conferences, meeting presentations and mailing keys.

EVALUATION

Evaluate special health professions training course, models and other curricula innovation and implementation activities.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

NATIONAL INSTITUTE ON ALCOHOLISM AND ALCOHOL ABUSE

RESEARCH

No Educational Research Reported

DEVELOPMENT

Training Priorities and Goals:

1. Train degreed and non-degreed professionals who are providing services in a total health care delivery system to deal effectively with alcoholism problems.

2. Develop evaluation component to be included in alcoholism training programs, in order to facilitate feedback of information so that programs will become more effective.

3. Establish alternative models to train for non-medical alcoholism detoxification units.

4. Training for alcoholism therapists in the technique of utilizing family therapy, in which the whole treatment modality should be toward alcoholism and the family.

5. Train degreed and non-degreed counselors to treat members of minority groups. Special emphasis on Indians.

6. Expand development of behavioral and clinical researchers in the field of alcoholism.

Examples:

"Training for Family Therapy of Alcoholism"

"Continuing Education in Alcoholism for Physicians"

"Alcoholism Treatment Training for Paraprofessionals"

"Alcoholism Planning and Research Training"

Development of a manpower information and prediction system to serve as a resource to the States and Federal Government in developing a man power policy.

DISSEMINATION

Dissemination of findings through publications of the National Clearinghouse for Alcohol Information.

EVALUATION

Evaluation of the Area Alcohol Education and Training programs.

Evaluation of the Career Teacher in addiction programs, (a joint NIDA and NIAAA effort).

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

NATIONAL INSTITUTE ON DRUG ABUSE

RESEARCH

No Educational Research Reported

DEVELOPMENT

The critical problem oriented aspect of this area forced a policy to experiment through crisis intervention in a new field of training, with new kinds of training. The components are conceived as a National Training System:

1. Training for specific manpower needs on a demonstration basis developing validated training courses that can be readily adapted by State Agency Training Programs.

2. Designing training models and strategies for sparsely populated states.

3. Developing new approaches to training and education of drug abuse personnel.

4. Evaluation and evaluation methods of training to meet credentialing needs.

5. Develop a model training and career development system (including courses and curricula) for professional and para-professional drug abuse personnel to meet State credentialing standards and career development goals.

DISSEMINATION

No Educational Dissemination Reported.

EVALUATION

No Educational Evaluation Reported

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

NATIONAL INSTITUTES OF HEALTH

RESEARCH

Conduct and support research in the causes, diagnosis, prevention and cure of diseases of man, in the processes of human growth and development, in the biological effects of environmental contaminants, and in related sciences, and support the training of research personnel, the construction of research facilities, and the development of other research resources.

These activities make up the bulk of NIH mission in terms of manpower, time or money.

DEVELOPMENT

Lister Hill Center applies advanced computer and communication technologies to the solution of biomedical information problems. (Microwave, cable TV, data communications, computer-assisted instruction and satellite relay networks).

1. Satellite communications network in Alaska for improving health care delivery and medical education, (Interactive video, audio and physiological data) links basic science students at University of Alaska with University of Washington medical students and faculty.

2. Computer-Assisted Instruction - Data bases at Ohio State University, Massachusetts General Hospital and the University of Illinois Medical Center were connected with 80 medical schools. Programs offered were at the undergraduate, graduate, and continuing medical education levels.

DISSEMINATION

Direct programs for the collection, dissemination, and exchange of information in medicine and health, including the development and support of medical libraries and the training of medical librarians and other health information specialists.

National Library of Medicine

. Lister Hill National Center for Biomedical Communications link major health care facilities, medical education centers and research insti-

tutions in developing networks and information systems to improve health education, medical research, and the delivery of health services. Provides communications support for the continuing education of practicing health professionals. e.g., hospital educational consortia.

National Medical Audio-visual Center responds to inquiries for instructional media information and provides film loans and videotape duplicates of instructional programs and provides audiovisual technical assistance.

EVALUATION

- Lister Hill Center New England Inter-active Television Network was set up in New Hampshire and Vermont to evaluate the effectiveness of interactive TV for bringing formal classroom instruction, continuing education and improved health care to rural settings.

  Studying hospital educational consortia and testing selected communications systems and computer-assisted instruction programs in the community hospital environment.

- National Medical Audiovisual Center studies the latest developments in medical, dental, and allied health professional education as they relate to needs for more effective instructional systems.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

NATIONAL INSTITUTE OF MENTAL HEALTH

RESEARCH

No Educational Research Reported

DEVELOPMENT

PILOT PROGRAMS

Pilot programs are incorporated within each program area of the "core" mental health disciplines and research training activities. They include experimentation of curriculum both practicum and didactic to develop innovative and more effective ways to train manpower to achieve the mission of NIMH.

Professional Mental Health Disciplines

Psychiatry Education Branch

Examples:

"Training MD's in the Utilization of Behavioral and Social Sciences in the Delivery of Health Care"

"Mental Health Training of Medical Students"

"Education of Foreign Medical Graduates in Psychiatry"

Psychology Education Branch

Examples:

"Training for Minority Group Psychology Students"

"Innovative Program In Social Ecology"

"Appalachian Mental Health Specialists"

"Middle Level Community-Clinical Psychology In Black Colleges"

Nursing Education Branch

Examples:

"Training Foreign Nurses for Licensing Examination"

"A Nursing Program for the Inner City"

"Recruitment of Disadvantages into Professional Nursing"

Social Work Education Branch

Examples:

"A Pilot Program for Training Social Work Technicians"

"Project In Cross-cultural Field Experience"

"Social Work Education for Indians and Alaskan Natives"

"Puerto Rican Community Mental Health Project"

Mental Health Research Manpower Branch

Social Sciences

Example:

"Social Indicators of Institutional Racism"

Biological Sciences

Examples:

"Research Training in Biological Research Relevant to Mental Health for Medical Students"

"Summer Institutes for Research Training in Behavior Genetics for Social Scientists and Developmental Psychologists"

Experimental and Special Projects Branch

1. The developing of training programs for new types of mental health personnel.

2. The development of training programs for persons whose roles or functions are related to mental health.

3. The development of new and experimental methods of training.

Examples:

"Training Pharm. D. Candidates in Medication Maintenance of Psychiatric Patients"

"Doctoral Training Social Epidemiology Applied to Mental Health Problems"

"Training Native Americans for Mental Health Roles on the Reservations"

"Training Supervisors and Trainers of Day Care Centers"

Paraprofessional Manpower Development Branch

Development of training programs to test and evaluate models to deliver mental health services and systems; concern with short-term and long-term training programs to assume increased responsibilities in the providing of mental health services.

1. Utilize and integrate paraprofessionals within mental health services delivery agencies and systems.

2. Develop competency based/education models and the integration of such models within institutions of higher learning.

Examples:

"Paraprofessional Career Development"

"Human Resources Development"

"Mental Health Worker Certification Program"

Continuing Education Branch

A broad program of interdisciplinary and problem oriented training programs for dissemination of mental health care and education principles. All programs are concerned with the dissemination of knowledge in mental health professions and mental health care system participants.

1. Assist national, regional, state and local mental health service agencies, educational institutions and professional organizations in the development of their institutional capacity for mental health continuing education.

2. Promote the development of continuing education programs or persons employed in or directly related to mental health service.

3. Foster experimental and innovative approaches to problems of mental health continuing education through research and demonstration projects.

Examples:

"Continuing Education: Mental Health of Aging Persons"

"Mental Health Media Training and Evaluation Program"

"Independent Study in Mental Health Administration"

"Staff Development Through Self-Directed Learning

DISSEMINATION

Continuing Education Branch

Facilitate the dissemination of current knowledge and new information relevant to the mental health education field.

Experimental and Special Projects Branch

Provides for the dissemination of information about new training methods or programs.

EVALUATION

Manpower and Analytic Studies Branch

Provides the capability for data collection, analysis and evaluation as support for program guidance.

Paraprofessional Manpower Development Branch

Assess the impact of interventions on the existing sytems and organizations.

Experimental and Special Projects Branch

Each project includes an evaluation component which aims to provide feedback for program modification and to provide a basis for other potential training centers to determine the merit of replicating the program.

AUTHORITIES FOR SUPPORT OF TRAINING PROGRAMS:

Clinical Training - Section 303 of the Public Health Service Act, as amended, 42 U.S.C. 242a

Research Training - Section 472 of the Public Health Service Act, as amended, 42 U.S.C. 2891-1

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

RESEARCH

No educational research reported.

DEVELOPMENT

No educational development reported.

DISSEMINATION

Activities of the Bureau are directed at supplying information from the numerous needs, assessments and evaluations studies to other Indian schools and administrators.

This information is made available to help describe and explain those programs which have been found to be beneficial in hopes of expanding the programs to other schools.

EVALUATION

The Bureau conducts many school evaluations and needs assessments. These projects are generally related to a specific school or program. Some of the areas in which these evaluations concentrate include: administration, curriculum, students, language needs, training programs, etc.

DEPARTMENT OF THE INTERIOR

National Park Service

Contact - Audrey Dixon

RESEARCH

No educational research reported.

DEVELOPMENT

During the fiscal year the National Park Service was in the process of developing curriculum materials for elementary grades 3, 4 and 5 concerning environmental education. Three specific materials were developed during the year.

1) An outdoor book for use by children in the above mentioned grades, 2) a classroom book for use in the schools, and 3) a teacher's handbook to assist in the implimentation of the curriculum materials.

DISSEMINATION

The National Park Service conducted some dissemination of curriculum materials which had previously been prepared for students in the 6th grade, as well as the dissemination of the grades 3 and 4 materials which were available at the end of the fiscal year.

EVALUATION

The evaluation of these curriculum materials was rather subjective, however, this input was examined to insure that the materials were having a beneficial effect on the students. The subjective evaluations were not part of a formal program, they were used to verify that the materials were of constructive use to the teacher and that the materials were conveying the information in a satisfactory manner.

DEPARTMENT OF LABOR

Employment and Training Administration

Contact - Charles Phillips

RESEARCH

Legislative Authority

Title III of the Comprehensive Employment and Training Act of 1973 provides for a comprehensive program of manpower research.

Conduct research on the labor force, labor market and labor demand and policy-oriented studies in manpower, social and economic areas.

Conduct studies in the areas of education, upgrading and job restructuring, worker assessment and orientation.

Support manpower institutional grants, doctoral dissertation grants and small grant research projects.

DEVELOPMENT

Operate manpower programs for specific populations.

DISSEMINATION

All final reports are distributed to internal departments, other agencies, regional and field offices, libraries and the NTIS repository.

An annual Research Project Book is distributed widely to the research community and other government agencies.

Special reports appear in Worklife Magazine and in Interchange, a magazine going to all CETA prime sponsors.

EVALUATION

Legislative Authority

The Social Security Act provides for studies which will provide information for the improvement of the overall effectiveness of the Work Incentive Program.

Conduct evaluations of operating programs by the Department and the CETA system.

NATIONAL ENDOWMENT FOR THE ARTS

Contact - Harold Horowitz

RESEARCH

Projects that investigate how the arts can be more soundly established at every level of the educational process on a parity with other curriculum subjects--in schools at various levels (e.g. Michael Hall; Research study on secondary school media education in New England; in general education programs (e.g. American Council for the Arts in Education; Study of the Role of the arts in general education; and in research solicitations (e.g. A Pilot Study of the Education, Training, and Careers of Symphony Orchestra Musicians; to be funded FY 1977.

DEVELOPMENT

Funds for programs that foster aesthetic awareness and participation in the arts through the incorporation of the arts into the schools (e.g., in elementary and secondary schools throughout the United States to demonstrate their artistic disciplines; and in the communities (e.g., learning through the Arts, currently a demonstration program, is designed to place artists in non-traditional and open educational settings, such as community centers).

Support for development of educational materials, art and education workshops, and the strengthening of curricula in the various artistic disciplines (e.g. Support for fellowships and curriculum development, on a limited basis, for masters level programs in arts administration). This includes both grants to individuals (e.g., Pearl William Jones; Development of materials for a course for secondary and undergraduate study of gospel music; and institutions (e.g. Center for City Building Education Programs; Development and implementation, in several Southern California school districts, of an educational curriculum to teach all subjects through the process-oriented problem-solving concepts utilized by design professionals.

DISSEMINATION

Support for workshops, training programs, demonstrations, publications and media involved with documentation and dissemination of art education ideas, techniques, and on-going programs (e.g., National Association

of Media Educators; Continuing the coordination of sharing information and providing basic services and assistance in film teaching at secondary levels. The Endowment stresses innovative approaches to education and deals with education in the arts through the following program areas; Education, Expansion Arts, Federal-State Partnership, Special Projects and Research.

EVALUATION

Funding for the evaluation of specific pilot programs and on-going projects sponsored by the Endowment (e.g. Western States Arts Foundation; Twenty-one month project to assess the various effects of the Artists-in-Schools program (Poetry and Visual Arts components) in several western states.

Legislative Mandate Relevant to Education

National Foundation on the Arts and the Humanities Act of 1965 (Public Law 209 - 89th Congress as amended through October 1973).

(1) "encouragement and support of national progress and scholarship in the humanities and the arts"

(2) "the study and application of the arts to the human environment"

(3) "encourage and assist artists and enable them to achieve wider distribution of their works, to work in residence at an educational or cultural institution"

(4) "encourage and develop the appreciation and enjoyment of the arts by our citizens"

NATIONAL ENDOWMENT FOR THE HUMANITIES

RESEARCH

The study of man through history, literature, philosophy, works of art and monuments he has left behind or projects that facilitate the study of such humanistic topics are supported by grants from a number of NEH programs. It should be emphasized that this research support in all cases, is restricted to areas within the humanities disciplines. Thus, while the Endowment has supported humanists examining the history of education and the role of education in American and foreign societies, NEH does not support basic research into matters of educational policy and theory, methods of general learning and testing, or the clinical approaches to learning problems.

DEVELOPMENT

Educational development, that is, the experimentation and demonstration of ways to transmit humanistic knowledge, receives considerable agency attention.

Primarily through the Division of Education Programs, NEH supports the planning and design of exemplary humanities curriculum for elementary, secondary, higher education, and professional training levels. In addition to model curriculum projects designed to serve a large sector of the educational system, the Endowment also aids the planning of new and reform of existing humanities programs - on a departmental, interdepartmental, or comprehensive institutional basis - in individual colleges and universities. These projects will be receiving funding totaling about $18 million in FY 1976.

Some examples of NEH grant projects:

-- a pioneer "external degree" humanities program at the California State College at Sonoma designed to provide an upper-division course of study for adults unable to attend regular on-campus programs because of family or job responsibilities or distance from a four-year campus.

-- projects in various professional schools to infuse humanistic study into the training of doctors, lawyers, engineers, and other technical occupations;

-- a project conducted under the auspices of the State Bar of California to develop secondary school curriculum concerning "Law in a Free Society."

In addition to these projects for formal education, NEH supports development and testing of "informal education" programs aimed at the general public and offered through museums, libraries, other cultural and community institutions, and the media. Funding for these programs is estimated at $5 million in FY 1976.

Examples:

-- a grant to the A.F.L./C.I.O. Labor Studies Center (a non-profit educational institution which serves labor union staff and officials) to develop pilot humanities components and programs at the Center for resident union members, to engage residents of neighboring communities in Center-sponsored humanities activities, and to develop humanities extension programs and exhibits that can be "packaged" and made available to local unions nation-wide.

-- "Courses by Newspaper," which appears in 300-400 newspapers around the country in the fall and winter/spring with a mini-lecture appearing once a week, supplemented by a reader and study guide which may be separately purchased and used as part of a college-level course taken for credit in a local college. (The 1976-1977) courses will focus on oceans, (fall), and ethical issues and values in American society (winter/spring).

The development and pilot testing of a multi-media course on Great Plains Cultural History as part of the SUN/UMA "open learning" system in Nebraska.

DISSEMINATION

At present, the Endowment provides no systematic publication of the grants made or the results that emanate from its projects; however, applications for model curriculum grants usually have a plan for information dissemination through ERIC, journal articles, or other modes. Occasionally, the Endowment supports specific teacher training institutes or conferences to disseminate and help implement model curriculum.

EVALUATION

In fiscal year 1973 the Endowment established a formal evaluation unit housed within the Office of Planning and Analysis. This staff unit is responsible for conducting or overseeing the evaluation of selected grant projects and of 2-3 grant-making programs each year.

In addition, the Planning and Analytical Studies unit, also newly created, is developing or commissioning broad national surveys on the problems/status of humanistic work in various sectors (e.g. two-year college humanities programs, supply and demand for humanities doctorates, problems of scholarly publications.) These surveys complement the evaluation studies of NEH-funded work in order both to improve agency planning and to inform the field about changing needs and opportunities in humanistic scholarship, education, and public-oriented programming.

General Note:

The National Endowment for the Humanities was established by the Congress to operate as a grant-making foundation supporting research, education, and public activity in the humanities.

According to the law establishing NEH, the humanities are defined as they study of the following fields; history, philosophy, languages, linguistics, literature, archeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches. (This last category includes cultural anthropology, sociology, political theory, international relations, and other subjects concerned with questions of value and not with quantitative matters.)

The work of the agency is accomplished primarily through the work of four grant-making divisions:

-- Research Grants (which support production of humanistic knowledge, development of research tools, and strengthening of humanities research collection);

-- Fellowships (which provide support to individual scholars, teachers, and non-academic professionals to undertake humanistic studies relating to their work);

-- Education Programs (which support projects designed to strengthen humanities curriculum at all levels); and

-- Public Programs (which support projects designed to bring humanities programs to the general public and to infuse humanistic knowledge into discussions of important public issues).

Projects falling outside the scope of the established programs conducted by the four divisions may be aided through the Office of Planning and Analysis, which supports surveys and evaluative studies about the status of the humanities, special youth-oriented programs, and experimental projects designed to develop new applications of humanistic knowledge or to increase interest in the humanities among persons not normally involved in humanistic study.

NATIONAL SCIENCE FOUNDATION

Contact - Jerome Daen

RESEARCH

The Directorate for Science Education has previously supported research studies in science education as part of its technological innovation, special projects, and curriculum development programs. The Research in Science Education Program (RISE) is an extension of these previous efforts. The major goals of the first phase of RISE are to:

(1) generate valid information and a rational system of analysis through which areas of needed research in science education may be identified;

(2) advance science education through the support of research projects in specified areas; and to

(3) encourage exploratory research through a program of small grants for new investigators in science education.

Included in the specific categories of research are Theory and Practice of Materials, Course and Curriculum Development, Continuing Education, and Technology in Science Education.

DEVELOPMENT

The goal of the Development in Science Education Program is to identify and develop innovative technologies, methods, and prototype instructional materials to increase the quality, cost-effectiveness, currency and relevance of science education. Projects may be designed to serve a wide variety of audiences including precollege students, college undergraduates, employed scientists or engineers, and members of the public requiring knowledge on science-based policy issues. While projects exhibit considerable latitude in format, they share a characteristic of being significant and potentially transferable practical alternatives to conventional practice.

In precollege education, alernative courses and curricular materials are to be generated with the dual purposes of helping future scientists acquire a sound background for advanced study, and facilitating the more effective and general use of science and technology in daily life. Needs assessments will be used to determine which areas are to receive development attention, and curriculum development will follow a stepwise or prototype procedure.

At the higher education level alternative instructional materials and curricula provide formal training in science which is broader than that which has been traditionally provided by typical undergraduate or graduate study. These alternative approaches, many of which are interdisciplinary in character, may range from course materials prepared for students in two-year colleges to a graduate curriculum leading to a Doctor of Environmental Science and Engineering degree.

The Continuing Education for Scientists and Engineers Program provides for the design and testing of cost-effective, innovative systems for delivering education to practicing scientists and engineers. The effort is to determine what kinds of information various scientists and engineers need to update their capabilities, what kinds of delivery systems are compatible with these needs and the work schedules of the scientists and engineers, and whether systems can be devised that offer the help needed in acceptable formats at prices that individuals or employers are willing to pay.

DISSEMINATION

At the higher education level a small Chautauqua-type program brings to college and university teaching faculty the latest information on new theories and laboratory techniques as well as techniques of subject matter presentation. The use of the Chautauqua mechanism provides for a cost-effective means of disseminating information to college faculty.

EVALUATION

The Science Education Directorate has a continuing program of needs assessment and evaluation of both projects and programs. Formative evaluation is typically a regular plan while summative evaluation of a project may be carried out by third-party arrangements. Needs assessment and program evaluation may be done either in-house or through third-party arrangements.

SMITHSONIAN INSTITUTION

Office of Elementary and Secondary Education

RESEARCH

No educational research reported.

DEVELOPMENT

No educational development reported.

DISSEMINATION

Two publications, Let's Go and Learning Opportunities for Schools are part of the Office of Elementary and Secondary Education's Dissemination effort. These publications are used to inform teachers of programs and other activities of particular interest to young people. The publications are sent free of charge to 1,300 area schools. In addition, the Office conducts an annual Museum Education Day for teachers, school administrators, and museum educators. Teachers are also reached by the summer workshop program. The workshops enable teachers to develop curriculum units to be used in conjunction with museum visits.

The Office of Elementary and Secondary Education staff members visit schools with slide presentations and other materials describing 1) Smithsonian education programs in general or 2) Smithsonian Bicentennial programs in particular.

The Office also trains a force of volunteer docents. These individuals are used to conduct tours for school children, and assist the museum staff in helping schools children understand the exhibits.

Other Smithsonian education offices are located at each Smithsonian unit, however, their efforts are directed completely to the assistance of student groups.

EVALUATION

No education evaluation reported.

DEPARTMENT OF STATE

Agency for International Development

Contact - David Sprague

RESEARCH

The research aspects of the AID programs can best be described by example. One project in particular represents how the Agency for International Development can assist developing nations in the use of media. In Nicaragua AID helped sponsor a project to use radio broadcasts in the teaching of mathematics to children in the primary grades.

DEVELOPMENT

The efforts of the Agency for International Development are directed at the systematic use of various forms of media within formal school setting as well as in programs in agriculture, health, and nutrition. The purpose is to provide access to rural areas of developing nations. It is necessary in these cases to demonstrate that information and support can provide the delivery of social services when professional services are scare.

DISSEMINATION

The AID has developed an information center with over 5,000 names of individuals throughout the world who are interested in the results of the technological demonstration projects.

EVALUATION

Two such projects were funded during the fiscal year, one evaluated the use of educational technology in the country of El Salvadore providing services to students in grades 7, 8, and 9. One other evaluation effort was begun to study the effocts of educational reform in grades 1 through 9 in Korea.

*U.S. GOVERNMENT PRINTING OFFICE: 1977 241-655/2015A 1-3